2015–2020 Texas Title I Priority Schools, Cycle 4

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		Write NOGA ID here:
Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, August 20, 2015	RECEIVED TEXAS EDUCATION AGENCY 2015 AUG 20 PM 12: 15 DOCUMENT CONTROL CTR DISCRETIONARY GRANTS
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

			Amendment #
	County-District #	Campus name/#	
Organization name	102902	J.H. Moore Elementary 116	
Marshall ISD		US Congressional District #	DUNS #
Vendor ID #	ESC Region #	TX-001	069751378
1756002010	7	City	State: TX / ZIP Code: 75670-
Mailing address		Marshall	
1305 Pinecrest Dr.			

Primary Contact

	M.I.	Last name	Title
	L	Rodriguez	DCSI
First name		Email address	FAX #
Terry-Ann		rodrigueztl@marshallisd.com	903-935-4076
Telephone #			
903-927-8700			

Secondary Contact

	M.I.	Last name	Title
		Dickson	Director of Elementary Education
First name		Email address	FAX #
Amy		dicksona@marshallisd.com	903-935-4076
Telephone #903-927-8700			
903-927-8700			

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
?ebeca		Cooper	Asst. Superintendent of Leadership and Learning
?hone #		Email address	FAX #
?7-8700		cooperra@marshallisd.com	903-935-4076
?e (blue ink preferred)		Date signed	

701-15-107-045

Only the legally responsible party may sign this application.

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Schedule #1—General Information (cont.)	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	   (A) Replace the principal who led the school prior to commencement of the transformation model;
	   (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	      i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	      ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of

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the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

        iii. Are designed and developed with teacher and principal involvement;

    (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

    (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

    (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.

    (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

        i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

        ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

        iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

    (B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

    (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.	The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following: 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

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3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
    (A) Data to identify the population at risk of dropping out of school;
    (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    (C) Early College brochures in all languages relevant to the school community;
    (D) Written communication plan for relevant target audiences: parents, community members, school board.
    Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

    (A) Partnership between the school district and an institute of higher education (IHE) that:
        i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
        ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
        iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
    (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
    (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
    Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
    Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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    (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

    (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

    (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

    (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

    (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

    (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9.   By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

    (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

    (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

    (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

    (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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	The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements:
	
	1. Offer full-day kindergarten.
	
	2. Establish or expand a high-quality preschool program.
	    A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
	      (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
	      (B) High-quality professional development for all staff;
	      (C) A child-to-instructional staff ratio of no more than 10 to 1;
	      (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
	      (E) A full-day program;
	      (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
	      (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
	      (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
	      (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
	      (J) Program evaluation to ensure continuous improvement;
	      (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
	      (L) Evidence-based health and safety standards.
	
	3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
	
	4. Provide educators, including preschool teachers, time for joint planning across grade levels.
	
	5. Replace the principal who led the school prior to the commencement of the early learning model.
	
	6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	      (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	      (B) Are designed and developed with teacher and principal involvement;
	
	7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,

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after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:
    (A) Research-based;
    (B) Developmentally appropriate;
    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:
	
	 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
	
	 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	     (A) Screen all existing staff and rehire no more than 50 percent; and
	     (B) Select new staff
	
	 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	
	 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
    (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
    (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
    (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.

2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html
    These approved models are supported by:
    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
    (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
    (C) A study which used a large sample and multi-site sampling.

3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.

4. The whole-school model must implement the model for all students in the school.

5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
    (A) School leadership
    (B) Teaching and learning in at least one full academic content area

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		(C) Non-academic supports for students
		(D) Family and community engagement

12.		The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:
		
		1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
		
		2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
		    (A) significant improvement in academic achievement
		    (B) success in closing achievement gaps either within a school or relative to other public schools
		    (C) High school graduation rates
		    (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
		
		3. Enroll, within the grades it serves, any former student who wishes to attend the school.
		
		If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.		The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.		The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.		The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
		
		1. Implement an evidence-based whole-school reform in partnership with a model developer.
		    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
		
		2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
		    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.

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	(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 102902	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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	Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 102902		Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 102902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation,** and **sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

There is a need for systematic change beginning with the Pre Kindergarten level. The district is commiting time and resources to implement systems throughout the district by reallocating monetary and human resources. The expectation is that all campuses will achieve met standard with distinctions. The district is realigning curricular resources as well as the curriculum. District instructional coaches will be deployed throughout the district to coach teachers up to meet the rigorous standards of teaching that the TEKS require. Coaches are afforded all the training that teachers receive in order to have a laser focus on improving instruction. Coaches are deployed based on need, therefore the teachers at the campus will receive the help they need for their particular area of concern.

By providing training for campus staff and key administrative staff, there is an ability to have contunious professional development. New teachers can be trained by administrators and existing employees can continue to grow and add to their knowledge. District coaches add to their knowledge base and capacity to grow teachers. By partnering with Washington Early Childhood Center, the organizational structure is strengthening as well as building capacity. The principal's at the two schools will work together to build a systematic program that benefits both schools and the district as a whole. Including Washington Early Childhood Center in the grant, Moore Elementary is building the capacity in students early. Systems will be in place at both schools to grow teachers and students. The two schools will have community events together and partner in several academic events for parents and teachers. The two schools will be building the community. The aligning of the academic and community events will put communication structures in place for both schools. A diversity committee, improvement committee, and parent committee will be jointly chaired by both schools in order to build the communication and system.

As the district and campus have currently undergone restructuring, there is capacity to continue with the improvement process with coaches and a diverse leadership team. The leadership team in place comes with knowledge of curriculum, systems, professional development, and coaching. All of these existing elements will help to support the campus during the implementation of the grant and after the grant cycle is complete.

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J. H. Moore Elementary is applying for the TIPPS grant in order to improve instruction and build capacity within the community so that students can be academically successful. The TTIPS grant will offer support to teachers to improve instructional knowledge and delivery. The grant will also make it possible to offer programs to parents and community members to build a support system for the students of J. H. Moore and Washington Early Childhood Center. The students and parents of this community need access to strong programs that support the diverse needs of the population in academics, behavior, and building a sense of community among the members. As Moore Elementary has already started the process of increasing teacher instructional knowledge, we are in line with the goal of the TIPPS grant to increase achievement and meet annual goals.

In using the TAIS process for a campus needs assessment to develop campus and state improvement plans, members were able to identify that the campus of Moore Elementary needs to increase diversity of instructional practices in particular with the African American population. About 55% of the campus is African American and 90% are socioeconomically disadvantaged. By focusing on instructional practices, diversity, and parent/community involvement, Moore and Washington Early Childhood can intervene to increase achievement to meet annual goals.

As we looked at implementation of the grant, the first two years of the cycle are heavily laden with professional development to prepare teachers, coaches, parents, and administrators to implement programs to increase academic rigor. There is some off site training, but it is followed up with imbedded, on-site professional development. The subsequent years of the grant include support for on-going professional development and training of new professional staff. In order to effectively manage all the pieces of the grant and maintain fidelity, a program management employee will be hired. This person will work with the campus principals, the elementary curriculum coordinator, the DCSI, and the Assistant Superintendent of Leadership and Learning to remain focused on the goal of the district, campus, and grant. The program manager will hold the campus accountable to the implementation of programs and the implementation of professional development. The current Texas evaluation system will be used to evaluate teachers as well as certain non negotiable checklists as they relate to program implementation. By using academic data from State Assessment and local assessment data, we will be able to see the effectiveness of the planned interventions and professional developments.

As this campus enters into the 2015-2016 year as a reconstituted campus, the scores on all indices show improvement. The principals were replaced in 2014 at both J. H. Moore and Washington Early Childhood Center. Washington Early Childhood Center houses the Pre Kindergarten program that serves J. H. Moore. These two schools meet the criteria of the Early Learning Intervention Model.

Washington Early Childhood is already a fully funded Pre Kindergarten program. The skills and professional development teachers receive is also provided for campus and district administrators and district academic coaches. By providing this professional development to district level employees, we can ensure that the professional development will be on-going and new employees will have benefit of the training. The district has committed to help implement and maintain the professional development.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 102902	Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$660,000	$50,000	$67,000	$660,000	$50,000	$630,000	$55,000	$591,000	$55,000	$541,000	$60,000	$3,082,000
#8-Professional and Contracted Services	6200	$534,000		$42,000	$524,000		$388,000		$308,000		$238,000		$1,992,000
#9-Supplies and Materials	6300	$253,500		$25,000	$216,400		$165,000		$115,000		$105,000		$854,900
#10-Other Operating Costs	6400	$63,000		$25,000	$62,500		$47,000		$62,500		$46,000		$281,000
#11-Capital Outlay	6600/ 15XX	$231,000		$91,000	$111,000		$38,200		$10,000		$10,000		$400,200
Consolidate Administrative Funds	☐ Yes x No												
Percentage% indirect costs (see note):		N/A		N/A	N/A		N/A		N/A		N/A		
Grand total of budgeted costs (add all entries in each column):		$1,741,500	$50,000	$250,000	$1,573,900	$50,000	$1,268,200	$55,000	$1,086,500	$55,000	$940,000	$60,000	$6,610,100

Administrative Cost Calculation

Enter the total grant amount requested:	$6,610,100
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$330,505

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

NOTE: Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:
- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 102902

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
	Academic/Instructional									
1	Teacher	2		$90,000		$90,000	$90,000	$90,000	$45,000	$405,000
2	Educational aide	2		$25,000		$25,000	$15,000	$0	$0	$65,000
3	Tutor	3		$30,000		$30,000	$30,000	$20,000	$20,000	$130,000
	Program Management and Administration									
4	Grant Manager	1		$50,000	$8,000	$50,000	$55,000	$55,000	$60,000	$270,000
5										
6										
	Auxiliary									
7	Technology Specialist	1		$45,000	$4,000	$45,000	$45,000	$50,000	$50,000	$235,000
8										
9										
	Other Employee Positions									
10	Parent Liaison	2		$90,000	$7,000	$90,000	$95,000	$97,000	$100,000	$472,000
11										
12										
13	Subtotal employee costs:			$330,000	$19,000	$330,000	$330,000	$312,000	$275,000	$1,577,000
	Substitute, Extra-Duty Pay, Benefits Costs									
14	6112 Substitute pay			$15,000		$15,000	$15,000	$9,000	$9,000	$63,000
15	6119 Professional staff extra-duty pay			$65,000	$40,000	$65,000	$40,000	$35,000	$25,000	$230,000
16	6121 Support staff extra-duty pay			$10,000		$10,000	$5,000	$5,000	$2,000	$32,000
17	6140 Employee benefits			$40,000	$8,000	$40,000	$40,000	$30,000	$30,000	$180,000
18	6121 Incentive pay			$200,000		$200,000	$200,000	$200,000	$200,000	$1,000,000
19	Subtotal substitute, extra-duty, benefits costs			$330,000	$48,000	$330,000	$300,000	$279,000	$266,000	$1,505,000
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$660,000	$67,000	$660,000	$630,000	$591,000	$541,000	$3,082,000

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Texas Education Agency

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 102902 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land. Specify purpose:	$	$	$	$	$	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits). Specify purpose:	$	$	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$	$	$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Visionary Leaders Institute- Diversity and Instruction	☐	$156,000	$20,000	$156,000	$120,000	$50,000	$50,000	$532,000
2	Math Solutions-Critical thinking through math strategies	☐	$108,000	$10,000	$108,000	$72,000	$72,000	$36,000	$396,000
3	Visionary Leaders Institute- Technology instruction	☐	$50,000		$50,000	$40,000	$40,000	$20,000	$200,000
4	Parenting Partners	☐	$20,000		$20,000			$20,000	$60,000
5	Latino Literacy Project	☐	$5,000			$5,000		$5,000	$15,000
6	Drum Fit	☐	$5,000			$5,000		$5,000	$15,000
7	Lego Story Starter	☐	$4,000	$4,000	$4,000	$2,000	$2,000		$12,000
8	Lucy Calkins Writing Institute	☐	$10,000		$10,000	$10,000	$10,000	$10,000	$50,000
9	MRM Systems Training- Nancy Robinson	☐	$126,000		$126,000	$84,000	$84,000	$42,000	$462,000
10	Communities in Schools	☐	$50,000	$8,000	$50,000	$50,000	$50,000	$50,000	$250,000
b.	Subtotal of professional services, contracted services, or subgrants:		$534,000	$42,000	$524,000	$388,000	$308,000	$238,000	$1,992,000
a.	Subtotal of professional and contracted services requiring specific approval:		$0	$0	$0	$0	$0	$0	$0
b.	Subtotal of professional services, contracted services, or subgrants:		$534,000	$42,000	$524,000	$388,000	$308,000	$238,000	$1,992,000
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$0	$0	$0	$0	$0	$0	$0
	(Sum of lines a, b, and c) Grand total		$534,000	$42,000	$524,000	$388,000	$308,000	$238,000	$1,992,000

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Texas Education Agency

Standard Application System (SAS)

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 102902 | Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Computer	Parent Resource Center	8	$700							
	2	Printer	Parent Resource Center	2	$2,100							
	3	Computer	Additional Support Staff	4	$1,000	$20,100		$1,400				$21,500
	4	Printer	Support Staff	3	$2,100							
	5											
6399		Technology software—Not capitalized				$25,000		$15,000	$15,000	$15,000	$5,000	$75,000
6399		Supplies and materials associated with advisory council or committee										
		Subtotal supplies and materials requiring specific approval:										
		Remaining 6300—Supplies and materials that do not require specific approval:				$208,400	$25,000	$200,000	$150,000	$100,000	$100,000	$750,000
		Grand total:				$253,500	$25,000	$216,400	$165,000	$115,000	$105,000	$854,900

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 102902

Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:							$0
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:							$0
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose: Latino Literacy, Parenting Partners	$1,000			$1,000			$2,000
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose: Units of Study in Writing Curriculum, Model Schools' Conf.	$6,000		$1,500		$1,500		$9,000
6429	Actual losses that could have been covered by permissible insurance							$0
6490	Indemnification compensation for loss or damage							$0
6490	Advisory council/committee travel or other expenses							$0
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:							$0
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:							$0
	Subtotal other operating costs requiring specific approval:							
	Remaining 6400—Other operating costs that do not require specific approval:	$56,000	$25,000	$61,000	$46,000	$61,000	$46,000	$270,000
	Grand total:	$63,000	$25,000	$62,500	$47,000	$62,500	$46,000	$281,000

-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information
out field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and
udgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 102902

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	6669/15XX—Library Books and Media (capitalized and controlled by library)									
1		N/A	N/A	$20,000		$20,000	$20,000	$10,000	$10,000	$80,000
	66XX/15XX—Technology hardware, capitalized									
2	Chromebook carts with Chromebooks	32	$9,100	$91,000	$91,000	$91,000	$18,200			$200,200
3	Mobile Laptop Lab	2		$120,000						$120,000
4										
5										
6										
7										
8										
	66XX/15XX—Technology software, capitalized									
9										
10										
11										
12										
13										
	66XX/15XX—Equipment, furniture, or vehicles									
14										
15										
16										
17										
18										
19										
20										
	66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
21										
	Grand total:			$231,000	$91,000	$111,000	$38,200	$10,000	$10,000	$400,200

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 102902	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	644		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	350	54.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	171	26.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	107	16.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	599	93%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	141	21.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	25	3.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	26		Skyward disciplinary report
Disciplinary placements in In-School Suspension	9		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	14		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	3		2014-2015 PEIMS report #425; code #C164
Attendance rate		96.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	DNA	DNA	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	63	63%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Although STAAR math was not part of the accountability system for 2015, Moore students' raw scores were very low. For the past 3 years, 45% or fewer African American students have passed STAAR math. Despite 60% of 4th grade students passing the STAAR writing, most essay scores were 2s and 3s, indicating writing is very weak.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 102902		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	66.4		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	35.7	53.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	6.7	10%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.5	3.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	21.6	32.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	10	15%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	2.7	4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	22	33.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	6	9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	9	13.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	3	4.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	11.7	17.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	6	9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	35,650		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	36,079		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	37,925		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	41,069		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	52,966		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	39	58.7%	Human resource records
Staff with Bachelor's degree as highest level attained	35	52.7%	Human resource records
Staff with Master's degree as highest level attained	10	15%	Human resource records
Staff with Doctoral degree as highest level attained	1	1.50%	Human resource records

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the 2015-2016 school year, 8 teachers are new to the building, and 5 of them are new to teaching. There are 9 teachers on campus with less than 5 years teaching experience.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)																
County-district number or vendor ID: 102902							Amendment # (for amendments only):								

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
307	66	68	68	69	66									

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
14.7	4	4	4	5	4									

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus engaged in a needs assessment beginning in April. We used the template and questions provided to look at the following areas:
1) Technology 2) School Culture and Climate 3) School Context and Organization 4) Family and Community Involvement 5) Student Achievement 6) Demographics 7) Staff Quality, Recruitment, and Retention 8) Curriculum, Instruction and Assessment.
Additionally the campus used the TAIS process to look at needs and develop a School Improvement plan with the root cause analysis. Meetings were held on the following dates:
April 27, April 28, May 28, June 5, June 9, June 15, July 22, July 28.
In each meeting we reviewed the data related to the topic (i.e. Demographics – attendance, ethnicity, mobility, Student Achievement – STAAR Data, DRA2 data, local assessment   Curriculum – design, alignment, scope and sequence). We then identified needs. Literacy and Mathematical strategies as well as family involvement were some of the top areas of concern.

We discussed the different models of the grant and excluded the ones that would not apply such as the Early College High School Model. We then discussed that early literacy intervention would impact all areas of the curriculum. If students can read, write, listen and think critically, then they can use all of those skills to increase academic understanding in math, science, and social studies. The earlier we can impact student learning the better the chances for student success. Washington Early Childhood Center is the HeadStart and Pre Kindergarten school for the district. Partnering with this school to impact learning at J. H. Moore seemed to be the logical choice for the team.
The team researched different tools and research based strategies that would be useful and impact both campuses. A combined training effort and implementation strategy would allow the campuses to support each other through the implementation process. Students would be exposed to some of the same strategies and materials before attending J. H. Moore and therefore be prepared and accustomed to the "way of doing things." The combined support and training will also be a great asset to the district. This helps the district become more aligned in systems and process as well as curriculum.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☒ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Early Literacy best meets the needs of J. H. Moore, because we feel that students who are literate at an early age have a stronger chance of achieving academic success. By beginning to work with students in this 95% economically disadvantaged campus at an earlier age, we expose students to more experiences with literacy (i.e. words/vocabulary, books, thinking). The students attending the school come from highly impoverished backgrounds with few experiences outside the home and community. Early exposure can help to increase the volume of their vocabulary and real/virtual experiences they can have. Many of our families have students in multiple grades including Pre Kindergarten. The experiences and exposure of one child can impact the learning of the others within the home. This impact can reach beyond just students and reach parents as well.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:
- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Parents were presented with the different models.

The Closure model was ruled out because parents did not want to close the school. Whole School Reform Model was ruled out because parents didn't feel we had enough time to accurately research and decide if this was the best option, More local input on the design was desired. The campus does not fit the Texas Early College High School Model. Between the Transformation Model and Early Learning Intervention Model most people leaned toward the Early Intervention Model. The general feeling was that this model would impact the most students and prepare students to be successful from a young age. This model also requires that teachers from the Early Childhood Center meet with the teachers at the elementary campus. This will provide for a more aligned curriculum and instructional model. Some parents felt that the Transformational Model would be simpler to implement since it only involved one school. In the end, the Early Learning Intervention Model was chosen because of the potential impact on more students.

Several of the strategies selected to implement directly impact parents such as the Partnering with Parents and Latino Literacy Project. A Parent Committee will be formed with parents from both campuses to meet and review the progress of the grant periodically. Parents will give input regarding the strategies utilized and possible addendums if needed to more effectively implement the strategy. We would like to train some parents and the city children's librarian (ESL certified) in the Latino Literacy Project in order to build literacy in the community.

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Schedule #14—Management Plan			
County-district number or vendor ID: 102902		Amendment # (for amendments only):	

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Oversee and coordinate grant implementation and evaluation	District level director or higher, Title I school experience, prior grant implementation
2.	Grant manager	Oversee the day to day operation and implementation of the grant. Manage the financial aspect and coordinate with vendors. Arrange registration and travel for professional development.	Certified Teacher, budget experience
3.	Principal	Implementation of the grant, oversee the school and maintain the fidelity of the strategies	Certified Principal, Title I school Experience, Budget Experience, oversight of project implementation, turnaround experience
4.	District Assistant Superintendent of Leading and Learning	Coordinate with team members to ensure alignment with district initiatives and philosophies. Provide additional curricular support and data analysis.	Administrator Certification, Title I school experience, Program redesign and implementatio
5.	Elementary Curriculum Director	Provide support for curriculum implementation	Administrator certification, grant experience
6.	Instructional Technology Specialist	Provide on campus technology support and job-imbedded professional development	Teacher certification, technology certification, knowledge of classroom technology ,
7.	Parent Liaison	Work with parents and community to create partnerships and help families become more connected to the school.	Bachelors of education
8.			
9.			

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	Schedule #14—Management Plan (cont.)		

County-district number or vendor ID: 102902 | Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Visionary Leaders Institute	Diversity strategies for teaching diverse populations. Leadership Workshops and on campus job imbedded coaching and professional development. They will also provide technology training and coaching.	Experienced educators, research based strategies
2.	Parenting Partners	Provide Tools for Positive Parenting. Training and materials	Interactive Curriculum, research based, provide training and supplies, nationally recognized
3.	Latino Literacy Project	Early Literacy intervention training for teachers and parents Materials	Provide training and materials, research based strategies, experience in the East Texas area,
4.	MRM Systems Training-Nancy Robinson	Training for administrators and implementation of campus systems on each campus	Administrator certification, training experience, local references
5.	Communities in Schools	Develop family and community relationships	Experienced community leader, Bachelor's degree education or political science, sociology
6.			
7.			
8.			
9.			
10.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Most of the professional development is provided to the entire staff of both campuses. The schedule also has additional training built in for new members of the team. There will also be a parent committee and campus committee that meet regularly (bimonthly) to discuss the implementation and progress of the model. There are several levels of the district organization (directors, supervisors, and assistant superintendent) involved with the oversight of the grant. If any member drops out, another member can be informed of the goals of the grant. The same model will be followed on the campus. The principal is very hands on and there will be monthly meetings at the campus level with the principals of both campuses and the DCSI to track the progress and implementation of the grant. A notebook of the implementation timeline will be maintained by the grant manager. At any time any member of the team can see the implementation model, where we have been, and what is ahead. These records will be reviewed at each of the monthly meetings. These accurate records will assist anyone new to the project with implementation.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA is included in the training provided to campus teachers in order to provide continued support to the campus. Several teachers and District employees will become trainer of trainers in order to support the campus after the grant cycle. The campuses involved in the grant will also become models for the district. The implementation of the strategies and instructional model will provide a learning community for the district. Since other district administrators and teachers will benefit from the model, this allows the district to provide continued support for the program at the end of the grant cycle. As the model provides parent and community support, the district can continue to train community members in several of the programs. These programs can continue to run through the committees formed during the grant implementation. The district will continue to provide the location for the programs implemented through the grant such as the Latino Literacy Project, Drum Fit, and Parenting Partners. The district will consider hiring a community partner coordinator to continue these programs as well as implement additional programs. The district will also continue to provide the space on campus for a parent resource center for parents to utilize throughout the year.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus will use the established state standards to set performance measures in all indices. Each year the performance measure will be reassessed and increased to move more students towards final level II. We would also like to see more students meeting the growth standard each year. The campus will also utilize local data to set performance measures throughout the year to make the end goal more attainable. The campus will utilize the data management system to run quintile reports to help students set individual goals as well. The assistant superintendent is well versed in the statistical analysis and formula used to establish the growth of each student. We will establish baselines for each student and class in order to individualize the performance measure for each student.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teacher professional development attendance will be monitored with the sign in sheets. The implementation will be monitored through walk-throughs and required activities to demonstrate usage of the particular strategies. Technology will be written into the lesson plan and rubrics will be designed to assess the student work for the appropriate complexity levels. Student reading logs and parent reading logs will be monitored for participation in the literacy initiative. Parent involvement will be monitored for participation in the resource center, parent development, and involvement activities by sign in sheets. Performance data will be collected on local and state required assessments. Parent math and reading games checked out from the resource center can be monitored for frequency of use.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The Grant Manager, Principal, and DCSI will be involved and kept informed of all aspects of the grant. One of these members or a designee will be in attendance at all professional development. If there is a breakdown in the training model, a member of this team will meet with the consultant to correct the problem or re-evaluate the effectiveness of the professional development. Surveys will be solicited after all professional development sessions. To ensure fidelity of implementation of the strategies and instructional model, job embedded coaching will take place. The Grant Manager, DCSI, district coaches, campus principal, and assistant principal will conduct walk-throughs of the classes to make sure the implementation happens in classrooms. Lack of implementation will be addressed with individual teachers. Confusion or lack of understanding of the strategy will trigger the administrative team to meet. Additional training or support may be needed for some or all members of the staff. This will be determined as the data is collected. Any problems with the grant will be discussed between the Grant Manager, DCSI, and campus principals. The executive committee will make determinations about the need for a larger committee meeting with parents and community if needed.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The prospective providers were identified from the collaborative work of the team. Several of the team members had experience with consultants of varying backgrounds as it relates to school improvement and instructional strategies. The providers we focused on had previous experience in the surrounding area as well as experience with some of the MISD employees. When looking at the needs of the campus, it was determined that parent involvement and instructional strategies were the most prominent needs. The external providers selected have national experience as well as local experience. Visionary Leaders Institute worked in the district on a limited basis with coaching and discipline in the past school year. They helped to identify teachers in need of assistance and provide coaching where needed. They also provided limited technology assistance on some campuses. Moore Elementary implemented several of the technology tools on campus with students and staff.

Parenting Partners and Latino Literacy Project also have proven track records and are involved in several schools across the nation. Neighboring districts have used both programs with some success when implementation was used with fidelity.

The systems training being utilized is led by Nancy Robinson a previous administrator in Judson ISD. This district has had great success. She also worked with several Longview schools that saw success this past year.

The current Superintendent, Dr. Marc Smith, and the Assistant Superintendent of Leading and Learning, Dr. Rebeca Cooper, have vetted these programs and people.

Final selection and procurement will occur at the announcement of the receipt of the grant. Final selection will be dependent on the availability and ability to deliver the services based on the needs of the campus and the requirements of the grant. This will all be addressed of in the pre-implementation period.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

While the implementation and providers will be discussed monthly, performance evaluation will occur quarterly. By providing these frequent evaluations, the campus can ensure the effectiveness of the intervention and provider. The Grant Manager, Campus Principal, DCSI, and Assistant Superintendent of Leadership and Learning will oversee the providers. The providers will be monitored for the adherence to the grant, contract, and school and district policies. Teachers will complete a professional development survey after each training session. Students will complete surveys in regards to learning styles and instructional strategies each quarter. Administrator walk-throughs will gauge teacher understanding of strategy implementation. The feedback from all these resources will determine if the provider is providing the service contracted for and the effectiveness of the intervention.

If a provider is found not to be adhering to guidelines, the supervisor for the provider will be contacted for a conference to determine the reasons for the change and what needs to be done regarding meeting the requirements of the grant and contract. This meeting will be documented and followed by a letter to the provider. If the actions are not corrected. The provider will be placed on notice in writing with supporting documentation that failure to comply with the contract and guidelines of the grant will result in default. A timeline to correct the action will be included and determined by the administrative team for the grant. At such time that the provider is dismissed, the administrative team will seek a replacement for the provider. The team will consult the region service center, area education programs, and surrounding districts for possible replacements. The providers will be contacted for conferences regarding their services. The grant administrators will consult regarding the potential replacements to decide on a replacement that best meets the needs of the campus within the guidelines of the grant.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Form committee to post the grant manager position and begin interviews.
2.	Begin contacting providers to meet, discuss needs of the campus, and finalizing contracts.
3.	Order materials needed for implementation of first phases of instructional strategies
4.	Make arrangements for the travel and professional development needed prior to the start of the 2016-2017 school year.
5.	Meet with the technology director to finalize technology purchases for compatibility and effectiveness. Review the requirements for the technology specialist.
6.	Meet with parent and campus committees to review the guidelines and implementation of the grant.
7.	Set a calendar of meetings for committees, administrative team, evaluation meetings, provider training of district and campus policy.
8.	Set implementation and purchasing calendar.
9.	Meet with staff of both campuses to lay out the requirements and guidelines of the grant. Review roles of key staff and prepare staff for the calendar of events forthcoming.
10.	Post and interview for the technology specialist with committee. The district technology director will be a part of the committee.
11.	Contact community members included in the grant to schedule times for training (city librarian, etc...)
12.	Meet with district level personnel regarding trainer of trainer professional development in regards to continued support for the campus.
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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Visionary Leaders Institute is currently working in the district in a limited capacity. Because they are familiar with the campus and the district policies, they are aware of the campus needs. They will be equipped to work with the campus and district leadership to move the campus forward.

By training trainer of trainers and including the district leadership team in the professional development, the implementation of the interventions can continue past the life of the grant. The professional development can also impact other campuses throughout MISD. The district is beginning a balanced literacy initiative that the Early Literacy Intervention Model will coordinate with, to maximize the effectiveness of the grant funds and many existing programs. As the district is pushing through with balanced literacy it is also focusing on instructional practice. With the inclusion of diversity through instruction, the grant funds will support this initiative as well.

The parent involvement pieces support both J.H. Moore and Washington Early Childhood Center. Students at WECC attend Moore Elementary, but they also attend other elementary campuses. By including WECC in the grant, the students from these other elementary campuses will be impacted by the professional development teachers receive. Therefore, the grant funds are further maximized as their benefit is extended beyond the walls of Moore Elementary. Including the city library also extends the learning to the community at large. The impact that the Latino Literacy Project and Parenting Partners can have on the community is phenomenal. Any parent that visits the library can potentially be impacted by the grant.

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Statutory Requirement 5: Principal Replacement
Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Dr. Melinda Jennings
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	July 1, 2014

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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	The first measure of student growth will be the State Accountability system. The assistant superintendent will also assist in the development of a scale to measure growth for lower grade levels using the state calculations. Renaissance Learning STAR will be used for reading and math to measure growth as well. This online system gives a grade equivalency and can be used throughout the year to measure growth. Teachers will also use the Benchmark Assessment System BAS) to measure reading growth of students. This system also gives a reading level and can be given multiple times throughout the year. The reading levels can be equated with grade equivalencies to determine if a child is meeting grade level standards and has shown growth.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	As described above, these measurement systems can be used multiple times throughout the school year to gauge student growth. By using more than one assessment, the teachers are ensuring the most accurate data and reading level for the students. These assessments can then be used to inform teacher instruction and needed professional development by campus administration.
Describe how the evaluation system was developed with teacher and principal involvement:	The teachers are already familiar with the State assessment system and the Renaissance Learning STAR program. They wanted something they were familiar with and knew how to use. While we are introducing a new piece, it will not be as overwhelming to learn so many different pieces.

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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	Teachers will be rewarded based on the campus "met standard Rating" and the number of distinctions. The criteria for teachers will be: 1) they were employed by the school for at least 8 months of the school year 2)they are not on a growth plan 3) they return to the school the following year 4) they attended all professional development 5) interventions from professional development were implemented in their classroom. Another reward system would be based on the growth of students. We could use the STAR Renaissance Learning to track growth of individual students and of teacher classes. Teachers can be rewarded on a per student basis and overall class growth.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	Teachers that are struggling will be identified and a growth plan developed to help the teacher improve professional practice and instruction. The teacher will be coached at a campus level and a district level. The campus level will coach based on the professional development the campus has received. The district will coach based on identified areas of need (management, content, instruction...). The plan will be monitored by the campus administration for growth. Adjustments will be made to the plan if needed.
Describe the criteria established for educator removal:	An educator will be removed if he/she fails to meet the requirements of the grant. He/She will also be removed if he/she fails to implement district or campus policies. Teachers or staff members that fail to show growth, commitment to the established program, or do not attend professional development will also be considered for removal. The principal, grant manager, and DCSI will meet regarding the grant periodically. The discussion of struggling teachers will be a regular part of the agenda.

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	There are currently 12 Head Start classes with 20 students per class, 1 certified teacher, and 1 aide. There are two ½ day PreK classes with with a maximum of 22 students with 1 certified teacher and 1 aide. This will be changed to 2 full day classes with a maximum of 20 students per class. We will need to hire an additional teacher and aide for the additional full day class. The goal will be to add 1 additional class each year. There is also a PPCD class with 1 certified teacher and 3 aides.
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	Currently the school is piloting the Creative Curriculum and also following the required Head Start guidelines. The Creative Curriculum for Preschool is based on 38 objectives for development and learning. These objectives are fully aligned with the Head Start Child Development and Early Learning Framework and state early learning standards, and integrated into each and every one of the comprehensive collection of resources that makes up the curriculum. Educators can be confident that they are meeting important early learning standards every day, even while bringing their own creativity and expertise into daily planning. What's more, the curriculum also offers daily opportunities to individualize instruction by helping teachers meet the needs of every learner, with a particular focus on English language development.
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	They will use the MClass Circle Assessment. Step by step guidance allows teachers to focus on their interaction with students and makes PreK assessment administration, analysis, and action easier to manage. • Measure critical skills for early literacy, science and math with short, research-based tasks. • Monitor the development and skills included in all 11 Head Start domains • Observe and record behaviors to gauge social and emotional development

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Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Statutory Requirement 15: New Governance Structure/Turnaround Office
Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.
These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	N/A

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Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.
Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.
In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.
Applicants not proposing a Restart model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 18: Enrollment in higher achieving schools
Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.
These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	Steps to Literacy materials and professional development. This professional development will be spread throughout the life of the grant to ensure implementation with fidelity.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Purchase of classroom libraries	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Diversity and Instructional Strategies Coaching	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	SIOP training	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*	
	Planned Intervention	**Period for Implementation**
1.	MRM Systems training	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
2.	Leadership Academy	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*	

	Planned Intervention	Period for Implementation
1.	Circle Training	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
2.	Technology Training	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	Summer Learning Academy	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
2.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	Parenting Partners	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Latino Literacy Project	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Drum Fit	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 102902	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Improve School Climate*

	Planned Intervention	**Period for Implementation**
1.	Communities in Schools	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX			Amendment number (for amendments only):	

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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	Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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Z99	Other barrier Other strategy	☐	☐	☐

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